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ABSTRACT

This Quinmester world studies elective course for grades 7, 8, and 9, focuses on the comparative study of three far eastern nations: China, India, and Japan. The study examines the successes and failures of each nation in dealing with the common problems of over-population, industrialization, and literacy education, leading to speculation as to which nation is emerging as the leader of the Far East. Through comparison, the student more accurately perceives each culture and analyzes the different means used to solve problems in these cultures which comprise a large portion of the world's population. Following a statement of rationale, a list of course goals, a course outline, and a list of activities, each goal is coordinated with objectives and learning activities. A list of materials contains basic texts, alternate student and class materials, supplemental information for students and teachers, and periodical and journal articles. (KSM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Japan, India, China: Which Direction?
6478.20
6470.41
Social Studies

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

WORLD STUDIES

JAPAN, INDIA, CHINA: WHICH DIRECTION?

6478.20
6470.41

by

Grace C. Abrams and Fran Schmidt

for the

Division of Public Instruction
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION: A COMPARATIVE STUDY OF THREE FAR EASTERN NATIONS: CHINA, INDIA, AND JAPAN, WHO ARE FACING AND SOLVING SIMILAR PROBLEMS (OVER-POPULATION, INDUSTRIALIZATION, EDUCATION OF THE MASSES, ETC). THE STUDY WILL EXAMINE THE SUCCESSES AND FAILURES OF EACH NATION AND LEAD TO SPECULATION AS TO WHICH NATION IS EMERGING AS THE LEADER OF THE FAR EAST.

CLUSTER: World Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: Comparison, not judgment of cultures is essential for today's student. By gaining knowledge and understanding of these cultures, the student can then more accurately perceive each culture in its proper perspective.

Each culture uses different means to achieve the goals of its society. It is important that the student examine the different means used by India, China, and Japan to solve their problems in order that he may better understand these cultures which comprise a large portion of the world's population.

COURSE GOALS:

1. THE STUDENT WILL IDENTIFY SOME OF THE PERTINENT PROBLEMS CURRENTLY FACING CHINA, INDIA, AND JAPAN; AND GENERALIZE REASONS FOR THE PROBLEMS.

2 THE STUDENT WILL EXAMINE THE CULTURE OF THE PEOPLE'S REPUBLIC OF CHINA AND BRING INTO FOCUS THE PROBLEMS FACING THE NATION.

3. THE STUDENT WILL EXAMINE THE CULTURE OF JAPAN AND BRING INTO FOCUS THE PROBLEMS FACING THE NATION.

4. THE STUDENT WILL EXAMINE THE CULTURE OF INDIA AND BRING INTO FOCUS THE PROBLEMS FACING THE NATION.

5. THE STUDENT WILL COMPARE AND CONTRAST THE PROGRESS BEING MADE IN THE SOLUTION OF THE PROBLEMS FACING THE THREE ASIAN NATIONS.

6. BASED ON HIS FINDINGS, THE STUDENT WILL HYPOTHESIZE AS TO THE PROGRESS AND PROSPECTS OF THESE THREE ASIAN NATIONS.

COURSE CONTENT OUTLINE:

I. Identify Problems (India, China and Japan)

- A. Over-population
- B. Industrialization
- C. Education
- D. Others

II. China's Culture

- A. Institutions
- B. Technology
- C. Language and the Arts
- D. Before and After Revolution
  1. Family Life
  2. Health Conditions
  3. Education
  4. Government
  5. Others

III. Japan's Culture

- A. Institutions
- B. Technology
- C. Language and the Arts
- D. Before and After World War II
  1. Education
  2. Family Life
  3. Health
  4. Industrialization
  5. Others

IV. India's Culture

- A. Institutions
- B. Technology
- C. Language and the Arts
- D. Before and After Independence
  1. Education
  2. Family Life
  3. Health
  4. Industrialization
  5. Others

V. Compare and Contrast Progress

- A. India
- B. China
- C. Japan

VI. Progress and Prospects

- A. India
- B. China
- C. Japan

GOAL: THE STUDENT WILL IDENTIFY SOME OF THE PERTINENT PROBLEMS CURRENTLY FACING CHINA, INDIA, AND JAPAN; AND GENERALIZE REASONS FOR THE PROBLEMS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. IT IS IMPORTANT TO KNOW GEOGRAPHIC AND OTHER FACTUAL STATISTICS IN ORDER TO UNDERSTAND THE PROBLEMS OF THE AREA.	A. The student will collect data on the areas.	The student will write the thoughts that come to his mind re: the following countries: a. Japan b. India c. People's Republic of China General discussion or written comments. The teacher may collect these comments and hold to the end of the quin in order that students can compare their thoughts before and after the nine weeks. 1. Have students define the following words or terms: culture institutions — technology physical features — geography natural resources — customs environment — mores 2. Using an outline map of the area, the student can plot: population — per capita income natural resources — religion literacy percentage — industrialization (Students can use atlases, other resource materials available in the library) Have students make generalizations about the way people live in that area, considering geographic and other conditions. 3. Have the students plot the following on a large chart: Population, Area, Import and Exports, GNP, etc. Students will compare the three nations in these areas.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INFORMATION FROM MANY SOURCES CAN ASSIST THE STUDENT IN HIS OBJECTIVE ANALYSIS OF THE PROBLEMS.		4. The student can compare and contrast the types of governments each of the countries has. (Library research for the above) 5. The student may keep a current events scrapbook or notebook relative to the three nations. He may collect newspaper and magazine articles that deal with the problems of population, education and industrialization. 6. The student may write for information: a. Asia Society 112 East 64th Street New York, N.Y. b. Japan Society (same address as above) c. Foreign Policy Association 345 East 46th Street New York, N.Y. 10017 (for issues of INTERCOM on Japan, China, and India) d. United Nations Information Service United Nations Plaza New York, N.Y. e. Information Service on India 975 National Press Bldg. 529 14th Street, N.W. Washington, D.C. 20004 f. Japan Trade Center 437 Fifth Avenue New York, N.Y. 10016

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		g. State Department Washington, D.C. (for information on the Peoples Republic of China) h. Japan Information Center 45 Rockefeller Plaza, N.Y. 10020
ASSUMING DIFFERENT ROLES CAN BE HELPFUL IN EVALUATING PROBLEMS FROM DIFFERENT VANTAGE POINTS.	B. The student will compare and contrast the problems of the area.	1. The student can bring into focus the problems they identified in the three nations. (Class consensus) 2. The student can compare and contrast the problems each of the nations face. The student will be asked to think as an Economist, a Political Scientist and a Sociologist: As an economist, the student will consider the following questions a. How have India, China, and Japan organized their economy (capitalism, socialism, mixed economy, etc.) b. How has the economic system of each nation affected the distribution of wealth? Is there a large middle class? Are many people living on a subsistence basis? Have big land holdings been broken up? (land reform) c. How vital is trade to each of these nations? 3. As a political scientist, the student can consider the following: a. What type of government is there? b. Who makes the decisions? c. How are decisions accepted? d. How democratic are the mechanics of government? e. What type of individuals reach a position of

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		leadership in these countries? f. How have political leaders in each country responded to demands for change? 4. As a social scientist, the student can consider the following: a. How do the young view their country? b. What goals does each nation have for its people? c. What are the nation's ideas for future social progress? d. Is the morale of the people high? 5. Library research. Using the "Reader's Guide to Periodic Literature," the student will locate and summarize on 3 x 5 cards magazine articles about the three countries. The following materials recommended for use here: (a) State Adopted <u>World Studies Inquiry Series</u> (Field Educational Publication) <u>Asia</u> <u>Changing Patterns of Asian Life</u> (b) New York Times Encyclopedia Almanac 1971 (c) Culture Area Studies (Silver Burdett) <u>East Asia</u> (d) <u>Other Lands, Other Peoples</u> N.E.A. Association

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(e) Great Decisions of 1971 Foreign Policy Association (f) A New China Policy:Some Quaker Proposals American Friends Service Com. (g) Social Education November 1969 "Asia: the New, the Old, the Timeless" (most of this issue deals with Japan, India and China) (h) Student Weekly New York Times, March 3, 1969 (Background report on Japan and India) (i) Come Along to India Come Along to Japan Come Along to China from T. S. Denison and Company Minneapolis, Minn. (j) Oriental World Ancient World World Culture Groups, W. H. Sadlier Inc. (k) China and India World Areas Today Harcourt, Brace

GOAL: THE STUDENT WILL EXAMINE THE CULTURE OF THE PEOPLE'S REPUBLIC OF CHINA AND BRING INTO FOCUS THE PROBLEMS FACING THE NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. KNOWLEDGE OF THE GEOGRAPHY OF THE AREA IS IMPORTANT FOR FULL UNDERSTANDING	A. The student will examine the culture of China.	1. The student should know the meaning of the following: two Chinas — Great Wall dynasty — ancestor ideology — Red Book Cultural Revolution — "Ping Pong Diplomacy" China's Sorrow — war lords cooperatives — communes Great Leap Forward — Kuomintang Party Open Door Policy — Opium War Confucianism — Mao Tse-tung (Maoism) CHUNG KUO (Middle Kingdom) — Canton Trade Fair ho-ping(peace.."food for all") 2. The student can complete an outline map of China plotting the following: population — rivers — climate resources — industries — physical features
MAN ORGANIZES A SOCIETY IN AN EFFORT TO MEET HIS PROBLEMS.		3. The student can examine the elements of Chinese culture: a. the institutions, family life, school, government, etc. b. the economic system and the nation's technology c. Language and the Arts (Music, literature, recreation, etc.) The class may be divided into groups-each group taking one element of the culture for extensive research. Have the groups report back after several days of research. The reports should utilize audio-visual materials.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
BASIC ELEMENTS OF CHINESE CULTURE: A. INSTITUTIONS B. THE ARTS C. LANGUAGE D. TECHNOLOGY	B. The student will compare and contrast several aspects of Chinese life before and after the revolution.	1. Have the student compare and contrast family life in China before and after the Revolution (1949) (for example: female role in family, role of the sons, binding of feet, divorce, marriage, respect of elders, etc.) 2. Have the student compare and contrast the health conditions of the people before and after the revolution. 3. Have the student compare and contrast the educational system before and after the revolution. (for example: who was educated before the revolution? what was the purpose of education? What is the purpose of education now?) 4. Have the student compare and contrast the governments of China, past and present. (Dynasties, Sun Yat Sen, Chiang Kai Shek and Mao tse Tung) 5. The student may analyze the rate of population growth.. during the past ten years. 6. Have the student compare and contrast the rate of industrialization, before and after revolution. 7. General discussion: Based on her history (exploitation, land-grabbing, war, poverty, hunger, illiteracy, forced

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		trade, and continual interference in all areas by outside governments) was China justified in being "suspicious" of of other nations?
EACH NATION HAS THEIR OWN SET OF PRIORITIES BASED ON THEIR VALUE SYSTEM.		8. The Miami Herald of October 5, 1970 published an article by Robert Crabbe entitled: "Communist China: Economic Paradox" In the article Mr. Crabbe states: "Men ride bicycles to jobs in computor factories.."
		"China orbited a satellite that broadcast music from outer space-the work of craftsman who do not own T.V. or telephones.."
		"...men hack out irrigation canals..the size of Panama... with pick and shovels.."
		Discuss the paradoxes of China's progress.
	C. The student will compare and contrast Confucianism to Maoism.	Have the student read and discuss quotes from the Red Book. The student might consider the following questions in his discussion:
		"Has Mao been able to take hold as a spiritual leader of the Chinese people?" If so, why?
		"Did the prior acceptance of Confucianism open the door for Maoism?"
		"How do the thoughts of each compare?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE U.S. OPENS THE DOOR TO FUTURE RELATIONS WITH CHINA.	D. The student will speculate as to the future relations of the United States and China.	1. The President of the United States has recently announced he will visit the People's Republic of China before May, 1972. The student will speculate as to the subsequent relations between the United States and China in the following areas: a. trade b. tourism c. exchanges-culturally, educationally, scientific d. admission into the United Nations e. war in Southeast Asia f. diplomatic relations (formal recognition)
MEN WHO HAVE INFLUENCED THE HISTORY OF A NATION.		2. The student may research the lives and times of the following leaders of China: Sun-Yat-Sen Chiang-kai-Shek Soong Sisters Chou-En-lai Mao-tse-Tung
		3. Have the student take an inventory of the products and manufactured items that come in from Formosa. The United States recently lifted the embargo to trade with the People's Republic of China. What items are coming in and what is the projected rate of trade? Are there any American products going to the People's Republic?
TO RE-CONSTRUCT A SOCIETY, MANY PROBLEMS HAVE TO BE SOLVED.	E. Teacher will elicit from students some of the problems facing China today.	1. The teacher may provide an opportunity for the students to exchange information on the problems facing the People's Republic of China today. As the problems are discussed the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		teacher could chart the important ones on the chalkboard and then duplicate them for the use of the class: a. Political freedoms and civil rights b. Population growth c. Industrialization d. Universal education e. Diplomatic relations with other nations and acceptance in the United Nations f. Acceptance of her products in more markets of the world g. Clashes over borders and ideology with the USSR h. Fear of Japanese militarism (Samurai-military spirit of Bushido) i. Future relationship of China with Taiwan. j. Border clash with India. 2. The teacher may encourage independent research and actions projects re: Chinese foods, music, theatre, literature, art and customs (for example: why is RED, the Chinese color for JOY?) 3. Student can investigate via library research which nations of the world wanted the People's Republic to be seated in the U.N. and why? The teacher may send for a class set of China Policy for the '70's and distribute to class for background and discussion. China Policy for the '70's by Senator Edward M. Kennedy, Sidney Hillman Foundation, 15 Union Square N. Y. 10003 (Free).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

The following materials are recommended for this portion of the quin: The Story of China, McCormick Mathers

AEP booklets: Communist China
China (an area study)

Life Reprints # 11, 12, 13 (on China)

A New China Policy: Some Quaker Proposals
American Friends Service Comm.

A Curtain of Ignorance by Felix Greene

Social Change: The Case of Rural China, SRSS

Great Decisions 1971, Foreign Policy Association

Asian Studies Inquiry Series
Mao Tse-Tung and the Chinese Revolution
Life in Communist China

Filmstrips:
China (six parts-McGraw Hill)
Seeing China (six parts) Coronet
China in Perspective: Roots of Civilization
(Guidance Associates)
Living in China Today (4 sound filmstrips)-SVE

China: The Awakening Giant (McGraw Hill)
from Dade County Film Library

AEP publications:
Current Events, May 5, 1971
"Suddenly a Friendly Dragon."
Senior Weekly Reader, May 12, 1971
"China Bows to U.S. Ping."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"Inside China" Life magazine, April 30, 1971 "Doing Business with Red China-Myth or Reality?" U.S. News and World Report, May, 10, 1971

GOAL: THE STUDENT WILL EXAMINE THE CULTURE OF JAPAN AND BRING INTO FOCUS THE PROBLEMS FACING THE NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. THE KNOWLEDGE OF THE GEOGRAPHY OF THE AREA IS IMPORTANT FOR UNDERSTANDING OF AN AREA	A. The student will examine Japanese culture.	1. Have the student become familiar with the meaning of the following: Shinto, haiku, Buddhism, yen, Nippon, Ikeban, Judo, Diet, dai-ichi (Number 1), tradition, westernization, economic boom, Bushido, individualism, imperial, giri, on, imitators and innovators, Geisha, Karate, Samurai (code of), Sushi (raw fish) 2. Have the student complete an outline map of Japan plotting the following: population distribution, resources, physical features, industries, climate 3. The student can examine the elements of Japanese culture: a. institutions: family life, school, government, etc. b. the economic system and the nation's technology c. Language and the Arts (music, literature, recreation, etc.) The class may be divided into groups-each group responsible for one element of the culture. Have the groups report back after several days of research. The reports should utilize audio-visual materials.
BASIC ELEMENTS OF JAPANESE CULTURE: A. LANGUAGE B. THE ARTS C. INSTITUTIONS D. TECHNOLOGY		

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Note: If possible a class set of Japan, AEP publications can be utilized for much of the background information. Also students can be referring to their scrapbooks which contain news clippings about Japan. Teacher can arrange to have Miami Herald delivered free to class for two weeks
		4. The teacher may show the filmstrip series: Japan: A Study in Depth (Warren Schloat) Japan: Emergence of a Modern Nation (Guidance Assoc.) Modern Japan (SVE) General discussion about filmstrip contents might follow.
	B. The student will compare and contrast several aspects of Japanese culture after World War II.	1. Have the student compare and contrast family life in Japan before and after World War II.
		2. Have the student compare and contrast the educational system before and after World War II.
		3. Have the student analyze the rate of population growth in Japan during the past 10 years.
		4. Have the student compare and contrast the rate of Industrialization before and after World War II, after he has seen the filmstrip: The New Japan: Asia's Industrial Giant. New York Times.
	C. The student will generalize as to the factors that contributed to Japan's economic growth.	1. Questions for research and discussion: a. Trace the events that led Japan from economic isolation to industrial leadership. b. What made possible Japan's economic boom after World War II?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. How is Japan's economic growth affecting other nations? d. Explain: "At the heart of Japan's growth has been its protectionist trade policy." e. How will Japan's economic power affect its military role in Asia? f. How will Japan's economic growth affect the trade picture in regards to the United States? 2. Newsweek, March 9, 1970 devotes much of its space to Japan. In an article entitled: "Japan-Salesman to the World." Edwin Reischauer, the former U.S. ambassador to Japan states: ". . .it is ironic that through our aid and through peaceful means, Japan has achieved what she could not through war. . .Japan is a global economy." What does the article tell us about Japan? Will, according to Prime Minister Eisaku Sato, "Japan's power carry unprecedented weight in world affairs?" Do you believe the Japanese have a sense of Manifest Destiny? 3. A student committee could research EXPO 70, held in Japan and present visual materials of the Fair. 4. Debate or discussion: "How do you explain the simplicity and gentleness of family life to the aggressiveness and thrust of business life in Japan?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Students may make a survey of the number of items in their homes or in department stores that are produced in Japan. (Panasonic, Sony, etc.)
PROBLEMS FACING JAPAN.	D. The student will examine on current problems facing Japan.	1. Based on their previous research, and by further utilizing current magazine and newspaper articles, the student will examine on some of the current problems facing Japan: a. Population growth b. problems relating to technology and rapid industrialization c. clash of old and new? d. education for the future e. militerism? (James Reston, of the New York Times, recently stated (after trip to China) that Chinese officials take a critical attitude towards U.S. efforts to encourage defense efforts of Japan. (Revival of spirit of Bushido)
		2. Using a statistical table, such as found in World Week, December 7, 1970, Transparency Master Number WW 236, the teacher may discuss Japanese economic growth. What has been the rate of growth in GNP since 1963? Can you speculate as to why there has been such a spectacular rate of growth? Does the lack of a huge military budget or dollars allocated for defense have anything to do with their economic growth? (The student may want to compare the amount of the Federal budget of the U.S. allocated for Defense and war with that of Japan's budget.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. The student may devise an opinion poll and assess the beliefs of his friends and neighbors: a. opinion of Japanese goods b. opinion of trade practices c. opinion of Japanese affluence d. opinion of Japanese culture e. others . . .
	E. The student will engage in enrichment projects.	1. The teacher will encourage the student to engage in activity projects: a. cook a Japanese meal (or dish) b. Japanese flower arrangements c. Invite a speaker on Karate or Judo d. Write a Haiku e. Report on Japanese Gardens at Watson Park f. Any of the literature, dance or art g. Customs of bowing 2. Debate: (One or all of the topics) Resolved: Japanese products imported into the U.S. should be cut 50% (Unemployment in states, etc.) The U.S. should not have returned Okinawa to Japan. Japan should never be allowed to be a military power again.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(refer to Progressive magazine, July, 1970- "Japan, the old scene is back") New York Times Magazine Section, August 30, 1970, "How Japan Won the War." The following materials are recommended for this portion of the unit: The Story of Japan (Global Culture Series) Japan-Asia's Busy Island Giant (AEP booklet) "In Japan, the Past Is A Present to the Future" World Week December 7, 1970 "Japan and India" Student Weekly March 3, 1969 "Asia: The New, the Old, the Timeless" Social Education November, 1969 Filmstrip: The New Japan: Asia's Industrial Giant, New York Times Modern Japan, SVE About World Religions (Scripto Graph unit booklet) Oriental World, pages 107-111

GOAL: THE STUDENT WILL EXAMINE THE CULTURE OF INDIA AND BRING INTO FOCUS THE PROBLEMS FACING THE NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. UNDERSTANDING A NATION'S CULTURE LEADS TO BETTER UNDERSTANDING OF ITS PEOPLE.	A. The student will examine the culture of India	1. Have the student become familiar with the meaning of the following: ahimsa (Principle of non-violence) — Dharma bhoodan — Hindu bodhi — Dhoti Brahman — Gram Sevak caste system — village chakra — "untouchables" chuhla — Harijans (children of God) re-incarnation — Thurnee Karma — Kshatriya Kurta — Mullahs Moksha — Panchayat rajah — rupee sari — satyagraha (force of love) Shiva — Shudra Tonga — Vaishya Vishnu — Sitar monsoon — Namaste (Hindu expression hands together) 2. The student may illustrate the meaning of some of the vocabulary words (for example: pictures of different castes, types of garments, village life, etc.)
KNOWLEDGE OF GEOGRAPHY IS IMPORTANT FOR COMPLETE UNDERSTANDING OF AN AREA.		3. Have the student complete an outline map of India plotting the following: population distribution — industries resources — climate physical features — religions

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Have the student examine the elements of Indian culture: a. institutions: family life, school, government, religion, etc. b. the economic system and the nation's technology c. Language and the arts (music, literature, recreation, etc.) The class may be divided into groups-each group responsible for one element of the culture. After several days of research, the reports should be shared, utilizing audio-visual materials. (If possible the teacher should have a class set of the AEP booklet India and Pakistan and at least 10 copies of the Seymour H. Fersh book: The Story of India) Scripto Graph Unit Booklet: -About World Religions The students can also refer to World Week, September 6, 1963 And World Week, January 12, 1970 (Scholastic Magazine) Students should refer to their scrapbooks which contain news clippings they have been collecting about India. Teacher may arrange to have Miami Herald delivered free to class for two weeks) 5. Students might write to the Indian Information Services, Embassy of India, Washington, D. C. 20008 for free booklets on India and to the United Nations, U.N. Plaza, New York. 6. The teacher may show the filmstrip: India: Fight for Survival by Scott Educational Division-six parts India (four parts), Imperial Films Modern India and Pakistan, SVE General discussion about filmstrip content might follow.

FOCUS.	OBJECTIVE	LEARNING ACTIVITIES
VILLAGE LIFE IS INDIA.	B. The student will compare and contrast different aspects of Indian culture before and after Independence.	1. Have the student compare and contrast family life in India before and after Independence from Britain. 2. Have the student compare and contrast the educational system before and after Independence. 3. Have the student analyze the rate of population growth in India during the past 10 years. 4. Have the student compare and contrast the rate of Industrialization before and after Independence. 5. In the villages of India live more than 10 per cent of the world's people and 35 per cent of the Indian population. The teacher will read portions of an article in Social Education, November 1969, dealing with life in an Indian village. Discussion of the concept: rural villages, and not a handful of big cities, represent the true or real India. 6. The students will research the Hindu religion. Why has Hinduism been called a way of life? Does this religion appeal to the younger generation? What is reincarnation? 7. Discuss briefly Gandhi's philosophy of non-violence. Tracing the history of the struggle for independence, the students will make a judgment as to the success of the philosophy as it refers to India. 8. India has been described as the "world's largest democracy" What is meant by that statement? Part of India's economic system is planned and government owned and directed (socialism) but most of India's economy is still in private hands (capitalism).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
AN UNDER-DEVELOPED DEMOCRACY IS BESET WITH MANY PROBLEMS.	C. The student will examine the problems facing India.	1. Here is a nation with political freedom and the economic opportunity to own businesses and to make profit, but burdened by many problems. Based on their previous research and by further utilizing current magazine and newspaper articles, the student will examine some of the current problems facing India: a. population growth b. problems relating to technology and industrialization c. universal education and literacy d. relations with China and Pakistan (and other nations) e. poverty, hunger and disease f. role of religion in daily life and progress (sacred cov, etc) g. language (180 languages and about 700 dialects) (from first through fourth grades, the state language is used-Bengali in Bengal, Punjabi in Punjab and etc. In grades five through 11, if the state language is not Hindi, this is studied for four years beginning in fifth grade. This means that between fifth grade and high school graduation, a student may spend up half his time studying languages.) h. refugees from East Pakistan 2. The teacher may show the filmstrip: India and Pakistan, The New York Times. Students will discuss the history of the conflict between these two nations and the present situation. (Civil war in Pakistan has led to millions of refugees fleeing East Pakistan into India)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TROUBLED TIMES DEMAND GREAT LEADERS.	D. The student will examine the lives of great leaders of India.	1. The students might research the problems facing the government of India under the leadership of a woman, Indira Gandhi. The student could research the times and lives of other leaders such as: Nehru, Gandhi 2. Have the student make a survey of all the items he has in his home which comes from India (also the local department stores) Class will evaluate the amount of trade India has with the U.S.
	E. The student will engage in enrichment activities	1. The student might be encouraged to engage in activity projects: a. cook an Indian dish b. Indian music or art c. Invite an exchange student from the University to speak about life in India d. Customs that are Indian because of Hindu religion 2. The teacher may want to use the following records: a. Music of India, Traditional and Classical b. Folk Music of India (all from Folkways/Scholastic Records) Recommended for this portion of the quin: Oriental World Ocean World World Culture Groups

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Tradition and Change in India by Holt, Rinehart and Winston (An inquiry approach) India and Southeast Asia (Culture Area Studies) Silver Burdett.

GOAL: THE STUDENT WILL COMPARE AND CONTRAST THE PROGRESS BEING MADE IN THE SOLUTION OF THE PROBLEMS FACING THE THREE ASIAN NATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. THE ECONOMIC, SOCIAL AND POLITICAL CLIMATE OF A NATION SETS THE PACE FOR PROGRESS.	A. The student will compare and contrast the progress made by the three Asian nations.	1. Have the student devise a chart comparing and contrasting the progress made in the area of education of the three Asian countries: Statistics on Education for one given year Country — other columns to include: China Japan India a. Compulsory education to what age? b. Percentage of illiteracy c. Percentage of budget or GNP allocated for education d. Number of Elementary Schools e. Number of Secondary Schools f. Number of Universities g. Number of graduates from High School h. Number of graduates from College and Universities i. Curriculum priorities j. Others Teacher should have statistical yearbook from UNESCO, United Nations for a period of 10 years (1960-1970) 2. The students can devise a chart or graph showing the rate of industrial growth of the three nations. a. Generation of Electric Energy b. Index of industrial production c. Output of Staple Foods d. Heavy machine production (types) e. Amount of products exported f. Amount of products imported g. Others Pages 53-55 of Communist China, AEP booklet has some good examples of charts and graphs showing development of these nations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Using atlases and other research materials, the student can compare and contrast the rate of population growth in the three Asian nations. The student should make a demographic study of the area and make some judgments as to the rate of growth.
	B. Based on research, the students will cite evidence of each nation's progress.	1. Based on their research and readings, the students can cite the evidence that indicates what each nation is doing to solve their particular problems. 2. Have the student list the problems of the three nations that are quite different in scope and nature: a. Japan doesn't have the language problem that India has b. Japan has few natural resources but has developed trade; where as India has great potential natural wealth, but has not developed her industries. c. China is concerned with defense and protection against her "unfriendly" neighbors; where as Japan has not worried about defense, since the U.S. is committed to her protection. (Seventh Fleet protection) d. Japan has a pollution problem, where as India has a hunger and health problem. e. India has an economic-social class problem, along with religious taboos; where as China has an economic system based on state ownership and cooperatives with no religious taboos.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		f. The religious Indian is concerned about "spiritual values" whereas the Japanese and Chinese are more concerned with "materialist values." g. All nations have different problems of geography and natural calamities. (Monsoon, earthquake, floods, typhoons, etc.) 3. Have the student compare the efforts being made by the three nations to secure foreign capital and investments and to develop new trade markets. 4. Have the student research the amount of help (capital and technical know-how) given to each nation by the United States: Japan India China 5. Having gained an insight into the factors responsible for the problems facing each of the three nations, the student is ready for an in-depth investigation of each nation. For example, India would be a good example of a nation who has tremendous problems of economic development. She is a perfect example of a nation that relies on natural features such as monsoons (tragic consequences if monsoon is delayed or interrupted) for food to feed her people. The problems of India can now become concrete rather than abstract. To understand the paradox of famine in India, the students can consider these facts: a. India is one of the largest nations in the world. b. India has much land suitable for grazing and farming. c. There are more cattle in India than in any other nation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

d. India is an important producer of wheat, tea, cotton, sugar cane and tobacco.
e. India is well situated for ocean trade
f. India has a potential treasure chest of iron, coal and other minerals.
g. India has enormous human resources.

The student then should carefully consider this question:

"Given such concrete facts, how do you account for the famine, the bare subsistence level at which the masses of Indians still live?" Does the religion (Hinduism) and the culture of the people (beliefs-total way they live) impede progress as we know it?

The teacher may then show three short films which will give the student a chance to compare the three Asian nations and their rate of development.

1. India: A Better Tomorrow or India-Asia's New Voice
2. Japan: Miracle in Asia
3. China: The Awakening Giant

all available from Dade County School Film Library

The student may now be ready to do an in-depth investigation of the People's Republic of China and Japan also. Using the same technique of listing concrete facts, the question of why progress or lack of progress for each nation should be discussed in depth.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have the student compare and contrast the methods used by each nation to forge ahead economically, politically and socially. Utilize: Oriental World pages 50-56, 56-62 Ocean World (World Culture Groups) pages 90-93, 107-111

GOAL: BASED ON HIS FINDINGS, THE STUDENT WILL HYPOTHESIZE AS TO THE PROGRESS AND PROSPECTS OF THESE THREE ASIAN NATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. PROGRESS IS A RELATIVE TERM.	A. The student will hypothesize as to the prospects of each society.	1. Three Societies in Perspective: The student has compared and analyzed societies of Japan, India and the People's Republic of China. As a sociologist, he has compared the institutions of the society; as an economist, he has compared the economic systems; as a political scientist he has compared government systems; and as a geographer, he has compared natural resources and topography and other features. Discuss: What is progress? How measured? Does the term mean the same to all nations? (Progress for some might mean regression for others.) The student is now ready to hypothesize as to the prospects of each society. 2. The People's Republic of China. Questions for consideration: a. How has the doctrines and "thoughts" of Mao Tse-tung affected the progress of the Chinese people? b. Has the "compulsory" nature of the society helped or hindered progress in China (for example: health rules, education rules, cooperative land projects, work vacations, etc.) c. Is China now ready for more trade and diplomatic relations with all nations of the world? d. Has China controlled her physical surroundings to the point where she need not fear terrible floods, etc? e. Are the youth of China part of the planning of the "new society?" Has the cult of the 3 C's paid off: Children, Culture and Communism? To what extent

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		has military control over the life of the nation. been extended since the Cultural Revolution by the children in China? f. In view of the fact that many of China's problems are being solved, can the Chinese people now expect more political freedoms? g. Now that China is a nuclear power, will she be more respected by the nations of the world? h. What will China's role be in the U.N.? What effect will this have upon the United States and our relationship to the U.N.? i. Since the U.S. Table Tennis Players were so warmly received in China and the President has announced his trip to China before May, 1972, does this indicate that the U.S. has now accepted the philosophy of co-existence as it applies to all so-called "Communist" nations? j. Is China, generally speaking, headed for more democracy, a higher standard of living for all her people and good relations with her world neighbors? 3. <u>India</u> a. How has the religion of Hinduism hindered (or helped) the Indian people? b. Does the Economic system of India hinder or help her development? c. Does the political system of India hinder or help her development? d. Should India have taken the same road China took after the Revolution? (Politically, socially, economically?-Could she have taken the same road?) e. If India had the same climate Japan has, is it possible that the economic development of India would have been different?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		f. Has the United States given enough aid to India? In comparison to Japan? g. Generally speaking, is India headed for a better standard of living for all her people or is she headed for greater over-population and hunger and poverty? h. What must India do if she is to remain a democracy and still become a Have nation of the world? i. To what extent will the Indio-Pakistan question impede India's position? 4. Japan a. How has the "ruggedindividualism spirit" contributed to Japanese material progress? b. Did the second World War help or hinder Japan's future development? c. Did the Constitution developed by the U.S. and Japan which stated that Japan should never again be prepared militarily help or hinder her progress? What effect did General Douglas MacArthur have upon Post-war Japan? d. Should the U.S. have retained Okinawa? e. How powerful are big business people in government in Japan? f. Has the idea of militarism become fashionable again? g. Would limitation of Japanese imports into the U.S. hinder Japan's economy? To what extent? h. Have the young people of Japan become completely Westernized? i. Why has there been discontent (and riots) by some young people against the government?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		j. Is Japan still a threat to China (as China sees it) k. Generally speaking, is Japan headed for a still higher standard of living for all her people-outstripping the United States-or is she headed for great headaches due to her technology and industrial advancement?
		5. After polling some of the opinions of neighbors and friends, the student will compare his ideas with theirs regarding the future prospects of the three Asian nations.
		6. Ask the student: "If you had to move to one of these three nations, which one would you move to and why?
OPINIONS CAN BE CHANGED BY KNOWLEDGE AND UNDERSTANDING	B. The student will compare the ideas he presently holds about each nation to the ideas he previously held.	The student will compare the ideas they held about these three nations at the beginning of the quiz with those ideas and opinions they now have. (Teacher will return the contents students handed in the first week of the Quiz for comparison)

MATERIALS:

I. RECOMMENDED TEXTUAL MATERIALS:

Birch, Daniel, Robin McKeown, David Weitzman. Asia. (World Studies Inquiry Series.) Field Educational Publications. (State Adopted)
McKeown, Robin. Food and Survival in Asia. (Asian Studies Inquiry) Field Educational Publications (State Adopted)
Weitzman, David. China and the United States. (Asian Studies Inquiry) (State Adopted)
Birch, Daniel. Life in Communist China. (Asian Studies Inquiry) (State Adopted)
Weitzman, David. Mao Tse-tung and the Chinese Revolution. (Asian Studies Inquiry) (State Adopted)
Allan, D. and Birch, Daniel. Gandhi. (Asian Studies Inquiry) (State Adopted)
China: Troubled Asian Giant. American Education Publications (booklet)
Communist China. American Education Publications.
Japan. American Education Publications.
Indian and Pakistan. American Education Publications.
China Policy for the 70's. Edward Kennedy. Free from Sidney Hillman Foundation, 15 Union Square, N.Y.
Lockwood, Helen. Come Along To India. Minn.: Denison, 1970.
Prechtl, Louise. Come Along to Japan. Minn.: Denison, 1970.
Stuart, Bathie. Come Along to China. Minn.: Senison, 1970.
New York Times Encyclopedia Almanac. 1971.
Green, Felix. A Curtain of Ignorance. Doubleday, 1964.
A New China Policy: Some Quaker Proposals. New Haven: Yale University Press, 1965.
The Sub Continent of India. Scholastic Multi-Text
The Rim of Asia-Japan. Scholastic Multi-Text
The Story of India. Seymour Fersh. McCormick Mathers, 1965.
About World Religions. A Scriptographic Study Unit
Social Education. November, 1969. "Asia: The New, the Old, the Timeless."
Other Lands, Other Peoples. (A Country Fact Book.) NEA. 1969.
China and Ourselves. Bruch Douglas and Ross Terril. Beacon Press 1971.
Oriental World: Ocean World. David Dicker, John Wells. (World Culture Group) W.H. Sadlier, Inc.

ADDITIONAL RECOMMENDED:

India and Southeast Asia. Silver Burdett Company
Tradition and Change in India. (Holt Social Studies Curriculum Series), Holt, Rinehart and Winston
China and India (World Areas Studies) Harcourt, Brace
The Story of China. McCormick Mathers

II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Textual:

Petrovich, Michael. East Asia. Morristown: Silver Burdett, 1970.
Petrovich, Michael and Curtin, Philip. India and Southeast Asia. Morristown: Silver Burdett, 1970.
Belshaw, Michael. The Economics of Underdeveloped Countries. Cinn.: McCormick-Mathers, 1970.
New York Times Student Weekly on Japan and India. A curriculum Service Booklet. March 3, 1969.
Great Decisions of 1971. Foreign Policy Association. New York.
Sociological Resources for the Social Studies. Social Change: The Case of Rural China. Boston: Allyn and Bacon, 1971.

B. Filmstrips/Record/Guide:

1. Guidance Associates

Japan: Emergence of A Modern Nation. 3 parts.
China in Crisis: Confrontation or Coexistance? 2 parts.
China in Perspective: Roots of Civilization. 2 parts.

2. McGraw Hill

China. 6 parts.

3. Scott Educational Division

India: Its Fight for Survival. 6 parts.
India and Ceylon. 6 parts.

4. New York Times

The New Japan: Asia's Industrial Giant. 1 part, with duplicating poster
Behind the Bamboo Curtain.

5. Filmstrip House

China. 4 parts. color.
Japan. 4 parts. color.

6. Zenger Productions - Social Studies School Services

Hiroshima Decision: Was the Use of the A-Bomb Necessary?

7. Imperial Films, 4404 South Florida Avenue, Lakeland, Florida

Our World Neighbor - Japan. 4 parts.
Our World Neighbor - India. 4 parts.

8. Warren Schloat

Japan: A Study in Depth. 8 parts.

9. Burdek Films and Slides

City Life in Japan. 1 part.
The Four Seasons in Rural Japan. 1 part.

10. Coronet Filmstrips

Seeing China. 6 parts.
Seeing India. 4 parts.

11. Bear Films, 805 Smith Street, Baldwin, New York

China. India. Japan. 1 part each.

12. Society for Visual Education. Living in China Today. (4 films and 2 records)
Modern Japan
Modern India and Pakistan

C. Films

1. New York Times Films

Nehru. 54 min. b/w. (rental)
Revolution in China. 20 min. (rental)
From War to Revolution. 20 min. (rental)
The New China. 20 min.
China and the World. 20 min. (rental)
Gandhi's India. 20 min.

2. McGraw Hill Films

India: My India! 4 parts. (rental)
Japan: A Nation of Growing Cities. 17 min. color. (rental)
Rural Japan: Helping Feed A Nation. 17 min. color (rental)
India: The Struggle For Food. 19 min. (rental)

3. Association Films, 600 Madison Avenue, New York, N.Y.

Japan's Changing Face.

4. Miami Public Library

Ganges-Sacred River. 27 min. color
Hinduism. 17 min. color.
Japan. 25 min. color.

D. Life Reprints - Life Magazine

43. The Path of Buddhism
17. The Non-Violent Activist, Gandhi
13. China: Rise of Communism
12. Age of the Warlords
11. China: Prelude to Chaos

E. Tapes

Social Studies School Service - 10,000 Culver Blvd. Culver City, California
China Conversations: Interviews with the Scholars.) Series of tapes.

F. Charts

A World of Facts - How 131 Nations Around the Globe Compare in Geography, Industry, Government, and Living Conditions. Civic Education Service. 1733 K Street, N.W., Washington, D.C.

G. Records

Scholastic

Chinese Classics
Folk Music of Japan
Folk Music of India
Ragas from South India

H. Mulit Media

Imperial

Japan. (John Cameron Swayze is host for the students.)

I. Transparencies

AEVAC, Inc. 500 Fifth Avenue, New York

DW-13 India (6 transparencies, 23 overlays.)
DW-11 China (6 transparencies, 19 overlays.)
DW-16 Japan (6 transparencies, 23 overlays.)

J. Magazines

"Doing Business with Red China - Myth or Reality?" U.S. News and World Report. May 10, 1971.
"Inside China." Life. April 30, 1971
"How Japan Won the War." New York Times Magazine. August 30, 1970., page 5.
"Japan's Drive to Outstrip U.S." U.S. News and World Report. April 6, 1970.
"How the Japanese Got So Rich So Fast." Life. March 27, 1970.
"Japanese Culture and the Business Boom." Foreign Affairs. January, 1970.
"Mao's Great Gamble: do we stand to gain?" Atlas. May, 1969.
"Engineers in the New India." The UNESCO Courier. May, 1965.
"The Cremation of Nehru." Life. June 5, 1964.
"India: Can the Problems be Cut Down to Size?" World Week/Scholastic. December 6, 1968.
"Happy Harvest in India." Current Events. March 13, 1968. AEP
"India." (Background Unit.) World Week/Scholastic. November 30, 1967.
"India..Is Harmony in its Reach?" World Week/Scholastic. January 12, 1970.
"China 'Pongs' to U.S. 'Ping'." Senior Weekly Reader. May 12, 1971.
"Suddenly a Friedly Dragon." Current Events. May 5, 1971.
"In Japan, The Past is a Present to the Future." World Week. December 7, 1970.
"Japan-Salesman to the World." Newsweek. March 9, 1970.
"Kansai-Japan's Historic Heartland." National Geographic. March, 1970.
"Japan '70." Look, October 21, 1969.
"Japan." Life. September 11, 1964.
"The Last Samurai." Time. December 7, 1970.
"The Untouchables - Problem for India." Current Geography. January 13, 1971.
Contact Unit. "Japan." World Week. December 7, 1970.
"The Buddhists." World Week. January 11, 1971
"Japan: A Great Power for the Rich Man of Asia." Great Decisions of 1970. Allyn and Bacon.
"Capitalist in Canton." Tropic Magazine, Miami Herald, April 25, 1971.
"Letters from Asia." William Winter Comments. Sausalito, California
"Two Giants Square Off - Russia, China." Junior Scholastic. September 15, 1969.

III. SUPPLEMENTAL STUDENT AND TEACHER RESOURCES:

A New China Policy: Some Quaker Proposals. Yale University Press, 1965.

Bruce, George. The Stranglers, the Cult of Thuggee and its Overthrow in British India. New York: Harcourt, Brace, and World, 1969.

Bryan, Derek. China. New York: MacMillan Company, 1965.

Clubb, Edmund. Twentieth Century China.

deCastro, Josue. The Geography of Hunger. Boston:Little Brown and Company, 1952.

Fessler, Loren. China. Life/Time World Library, 1963.

Greene, Felix. A Curtain of Ignorance. New York. Doubleday, 1964.

Hsan, Harry. China Empire of the 700 Million. New York. Doubleday, 1966.

Harrington, Lynn. China and the Chinese. New York Nelson, 1966.

Hu, C. T.,ed. Aspects of Chinese Education. New York: Teachers College, 1969.

Isaacs, Harold. Images of Asia: American Views of China and India. New York: Capricorn, 1962. (How mental images of Chinese and Indians were created.)

Joy, Charles. Getting to Know Two Chinas. Coward McCann, 1960.

Kai-yu. Chou En Lai: China's Gray Eminence. New York: Doubleday, 1971.

Let's Talk About China Today. New York: American Friends Service Committee.

Mao Tse-tung. Quotations from Chairman Mao Tse-Tung. New York: Bantam, 1967.

Myrdal, Jan. Report From A Chinese Village. Pantheon Books, 1965.

Nehru, Jawaharlal, Glimpses of World History. New York: John Day Company, 1942.

Pertisch, Hugo. Red China Today. New York: Fawcett, 1970.

Schurmann, Franz and Orville Schell. Communist China. (Collection of articles and documents; good sourcebook.) New York: Vintage, 1970.

Spencer, Cornelia. China-Social Life and Customs. New York: Lippincott, 1960.

Spencer, Cornelia. Chinese Biography. New York: Lippincott, 1965.

Snow, Edgar. Red Star Over China. New York: Random House, 1938.

Stuart, Bathie. Come Along to China. Minn.: T.S. Denison and Company, 1970

Steele, A. T. The American People and China. New York: McGraw Hill, 1966 (Examines public attitudes toward China, results of public opinion polls, role of special interest and pressure groups, and the study of China in our schools and universities.)

Tuchman, Barbara. Stillwell and the American Experience in China, 1911-1945. New York: MacMillan, 1971.

A. China

Barnett, A. Doak. Communist China in Perspective. New York: Praeger, 1962.
Buck, Pearl. The Good Earth.
Douglas, Bruce and Ross Terrill. China and Ourselves. Beacon Press: New York, 1971.
Duncan, James. A Businessman Looks At Red China. Van Nostrand, 1966.
Fitzgerald, Charles. China: A Short Cultural History. New York: Praeger, 1965.
Granquist, Hans. The Red Guard: A Report On Mao's Revolution. New York: Praeger, 1967.
Lin, Yu-T'ang. My Country and My People. New York: John Day Company, 1935.
Myrdal, Jan. Chinese Journey. New York: Pantheon Books, 1965.
Petrov, Victor. China: Emerging World Power. New Jersey: Van Nostrand Company, 1967.
Snow, Edgar. The Other Side of the River. New York: Random House, 1963.
White, Theordore and Annalee Jacoby. Thunder Out of China. New York: Sloane, 1961.

B. India

Bowles, Cynthia. At Home In India. Hayer, 1965.
Bothwell, Jean. The First Book Of India. New York: Wilson Company, 1966
Brown, Joe. India. Life/Time World Library.
Brown, W. Norman. United States and India and Pakistan. Harvard University Press.
Fersh, Seymour. The Story Of India. Cinn. McCormick-Mathers, 1970
Hesse, Herman. Siddhartha. New Directions.
Lamb, Beatrice. The Nehrus of India. New York: MacMillan.
Lamb, Beatrice. India. New York: MacMillan, 1965.
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Nair. Blossoms in the Dust. The Human Factor in Indian Development. New York: Praeger, 1961.
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Reynolds, Reginald. The True Story of Gandhi: Man of Peace. Children's Press, 1964
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Segal, Ronald. The Anguish of India. New York: Signet.
Singh, Patwant. India and the Future of Asia. New York: Knopf.
Zinkin, Maurice and Ward, Barbara. Why Help India? Permamon Books.

C. Japan

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Japan. Life/Time Ed., 1961.
Kawasaki, Ichiro. Japan Unmasked. Tuttle Company, 1969
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Steinberg, Rafael. Postscript From Hiroshima. New York:, 1966
Stone, Peter. Japan Surges Ahead: The Story of An Economic Miracle. New York: Praeger, 1969.
The Japan of Today. Public Information Bureau, Japan, 1967.
Vaughn, Josephine. The Land And People of Japan. Philadelphia: Lippincott, 1962.